Shifting Gears!
Using the CCSS, PARCC and Educator Evaluation to Drive Student Achievement

Common Core

PARCC

Educator Evaluation

Student Achievement
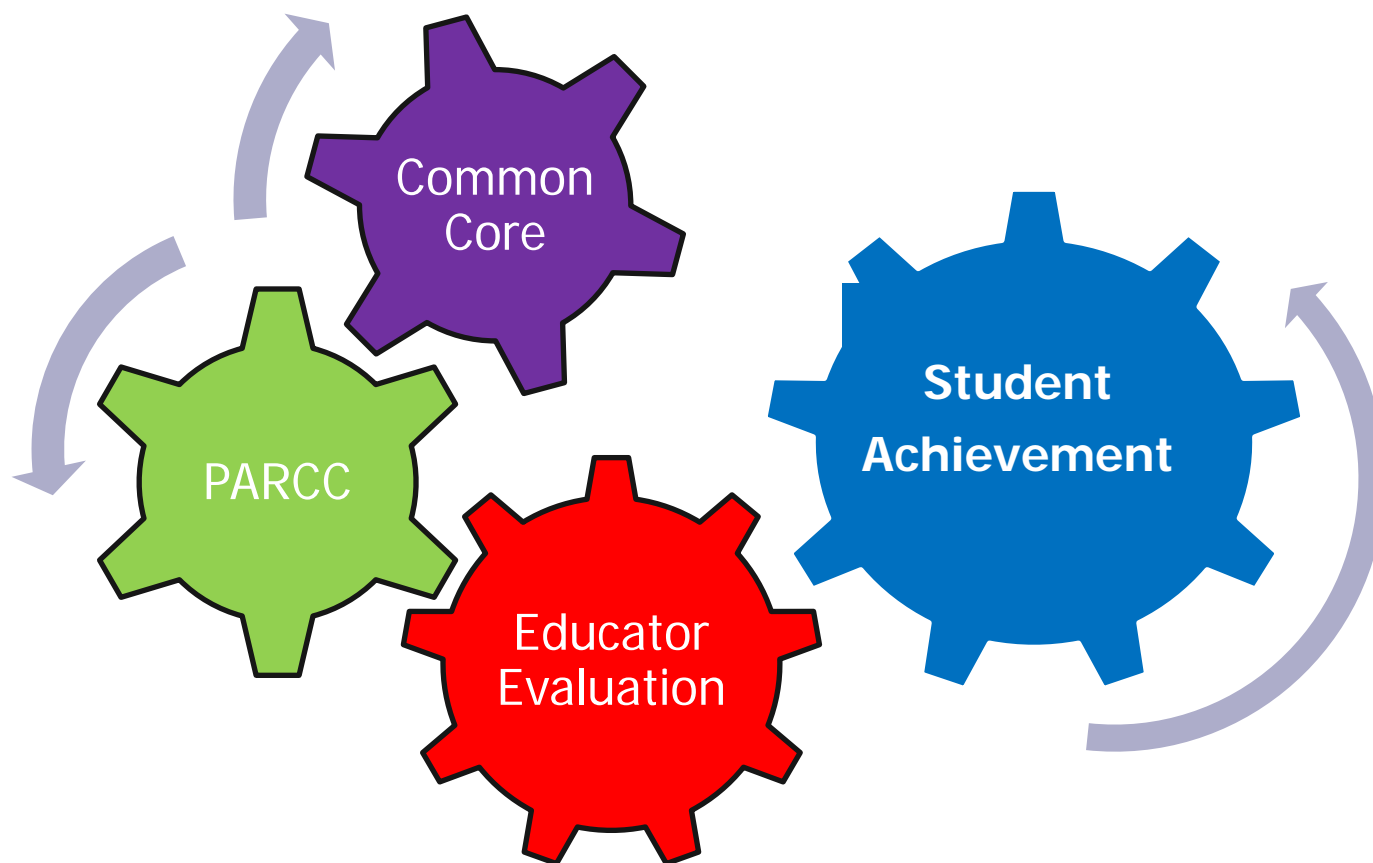
Why do we need the CCSS?

Essential Questions

- How can you use what you've learned about the CCSS, PARCC and the SGO process to improve student achievement?

- What supports can you provide to help teachers address the work?

- What must **you** know and be able to do to realize the potential of this opportunity?

- What resources are available to help you address the work ?

The 3 Shifts in ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**

2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational

3. Regular practice with **complex text** and its **academic language**

ELA Shift #1: Content-Rich Nonfiction

Balance of literary to informational texts

- 50/50 in K-5

- 45/55 in grades 6-8

- 30/70 in grades 9-12

- Beginning in grades 2, students read more complex texts, combining foundational skills with reading comprehension.

- Reading aloud texts that are well-above grade level are used K-5 and beyond to build vocabulary and background knowledge.

ELA Shift #2: Using Text Evidence

- Most college and workplace writing requires evidence.

- Ability to cite evidence differentiates strong from weak student performance on NAEP

- Evidence is a major emphasis of the ELA Standards:

  - Reading Standard 1

  - Writing Standard 9

  - Speaking and Listening Standards 2, 3, and 4

Non-Examples and Examples

Not Text-Dependent	Text-Dependent
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Example?

James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving.

CCSS Informational Text Assessment Question:

- High school students read an excerpt of James D. Watson's *The Double Helix* and respond to the following:

- *What mistakes did Watson make along the way to his discovery? What was his response to this mistake?*

ELA Shift #3: Complex Text and Academic Language

- There is a 4 year gap in the complexity of what students read by the end of high school and college .

- What students can read, in terms of complexity is the greatest predictor of success in college (ACT study).

- <50% of graduates can read sufficiently complex texts.

- Standards focus on building academic vocabulary to improve comprehension.

- Standards include a staircase of text complexity from elementary through high school.

The 3 Three Shifts in Mathematics

1. **Focus** strongly where the standards focus.

2. **Coherence**: **Think** across grades, and **link** to major topics.

3. **Rigor:** In major topics, pursue **conceptual understanding,** procedural skill and **fluency**, and **application**.

Shift #1: Focus (within Number and Operations)

K 1 2 3 4 5	6 7 8	High School
Operations and Algebraic Thinking →	Expressions and Equations →	
Number and Operations—Base Ten →		Algebra
Number and Operations—Fractions →	The Number System →	

K   1   2   3   4   5   6   7   8   High School
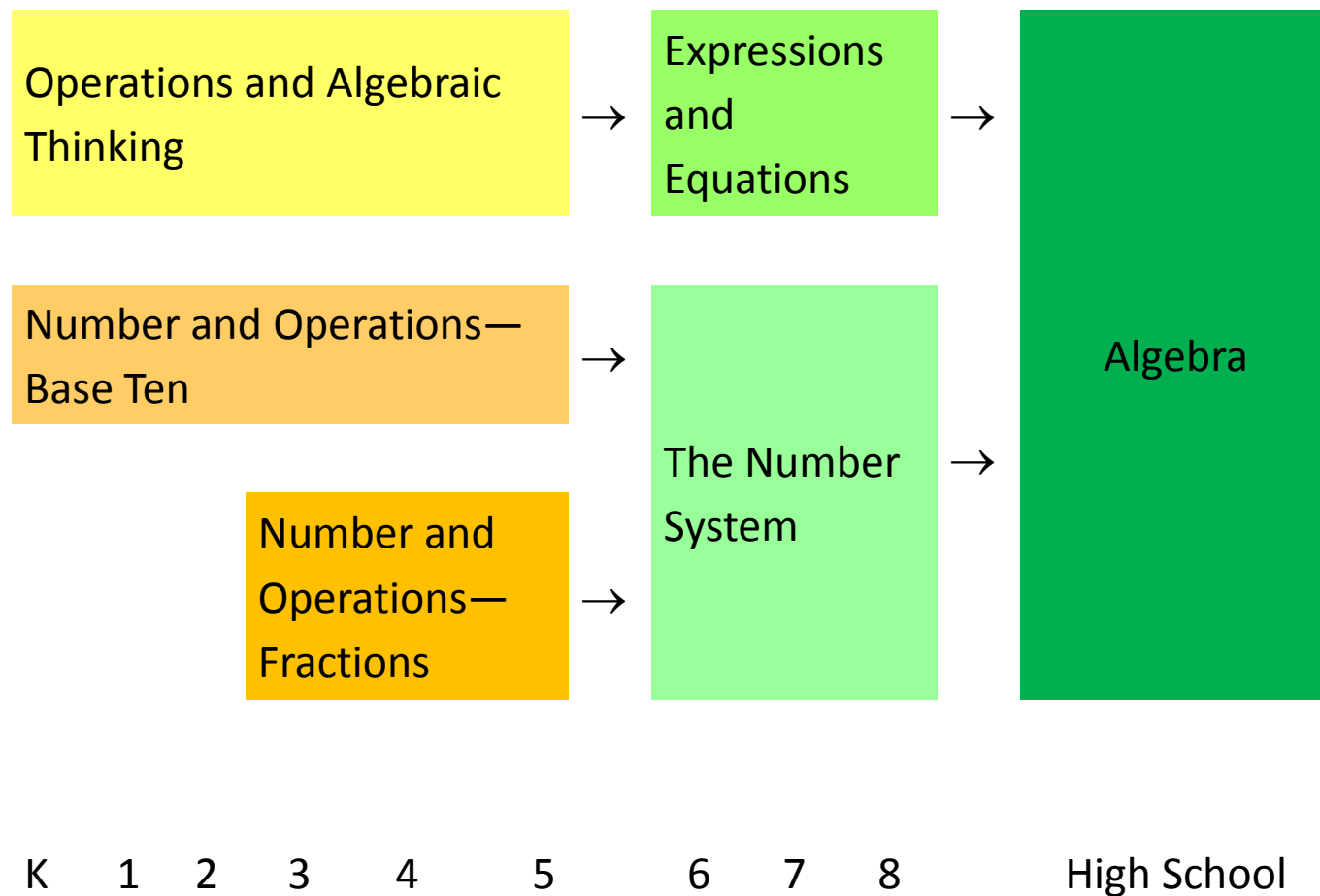
Priorities in Mathematics

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra/linear functions

Shift #2: Coherence

- Carefully connect the learning **within and across grades** so that students can build new understanding on foundations built in previous years.

- Each standard is not a new event, but an extension of previous learning.

"The Standards are not so much built from topics as they are woven out of progressions."

Structure is the Standards, Publishers' Criteria for Mathematics

Coherence: Link to Major Topics Within Grades

Example: Data Representation

Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

Standard
3.MD.3

Coherence: Link to Major Topics Across Grades
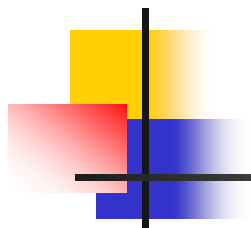
One of several staircases to algebra designed in the OA domain.

3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.*

Operations and Algebraic Thinking
5.OA

2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

Operations and Algebraic Thinking
3.OA

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*

Operations and Algebraic Thinking
1.OA

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

Shift #3: Rigor

- The CCSS require a balance of:
  - Solid **conceptual understanding**
  - **Procedural skill** and **fluency**
  - **Application** of skills in problem solving situations

- Pursuit of all three requires equal intensity in time, activities, and resources.

Fluency

- The standards require speed and accuracy in calculation.

- Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts

Required Fluencies in K-6

Grade	Standard	Required Fluency
K	K.OA.5	Add/subtract within 5
1	1.OA.6	Add/subtract within 10
2	2.OA.2 2.NBT.5	Add/subtract within 20 (know single-digit sums from memory) Add/subtract within 100
3	3.OA.7 3.NBT.2	Multiply/divide within 100 (know single-digit products from memory) Add/subtract within 1000
4	4.NBT.4	Add/subtract within 1,000,000
5	5.NBT.5	Multi-digit multiplication
6	6.NS.2,3	Multi-digit division Multi-digit decimal operations

Application

- Students can use appropriate concepts and procedures for application even when not prompted to do so.

- Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations, recognizing this means different things in K-5, 6-8, and HS.

- Teachers in content areas outside of math, particularly science, ensure that students are using grade-level-appropriate math to make meaning of and access science content.

Content Emphases by Cluster: Grade Four

Content Emphases by Cluster--Grade 4 [*]

Key: ■ Major Clusters; ☐ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking
- ■ Use the four operations with whole numbers to solve problems.
- ☐ Gain familiarity with factors and multiples.
- ○ Generate and analyze patterns.

Number and Operations in Base Ten
- ■ Generalize place value understanding for multi-digit whole numbers.
- ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations--Fractions
- ■ Extend understanding of fraction equivalence and ordering.
- ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- ■ Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data
- ☐ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- ☐ Represent and interpret data
- ○ Geometric measurement: understand concepts of angle and measure angles.

Geometry
- ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
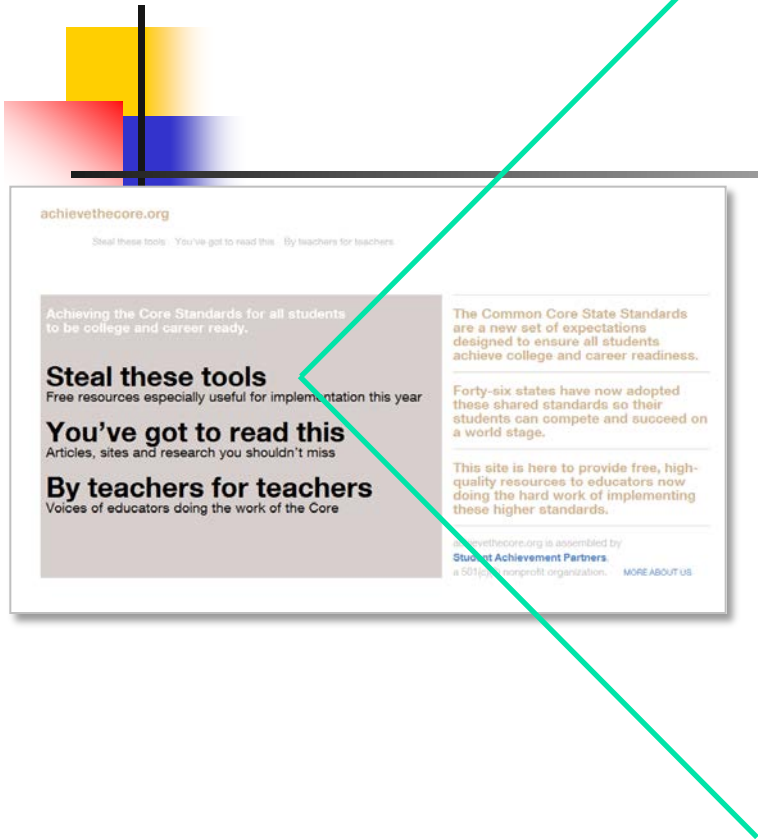
Content Emphases by Cluster--Grade 4[*]

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. The following table identifies the Major Clusters, Additional Clusters, and Supporting Clusters for this grade.

Key: ■ Major Clusters; ■ Supporting Clusters; ○ Additional Clusters

Operations and Algebraic Thinking
- ■ Use the four operations with whole numbers to solve problems.
- ■ Gain familiarity with factors and multiples.
- ○ Generate and analyze patterns.

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Measurement and Data
- ■ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit

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Standards for Mathematical Practices

1. **Make sense of problems and persevere in solving them.**

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. **Attend to precision.**

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.

- Add and subtract within 20.

- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.

- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.

- Relate addition and subtraction to length.

- Work with time and money.

- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

PARCC: Evidence-Centered Design

Claims

Design begins with the inferences (**claims**) we want to make about students

Evidence

In order to support **claims**, we must gather **evidence**

Tasks

Tasks are designed to elicit specific **evidence** from students in support of **claims**
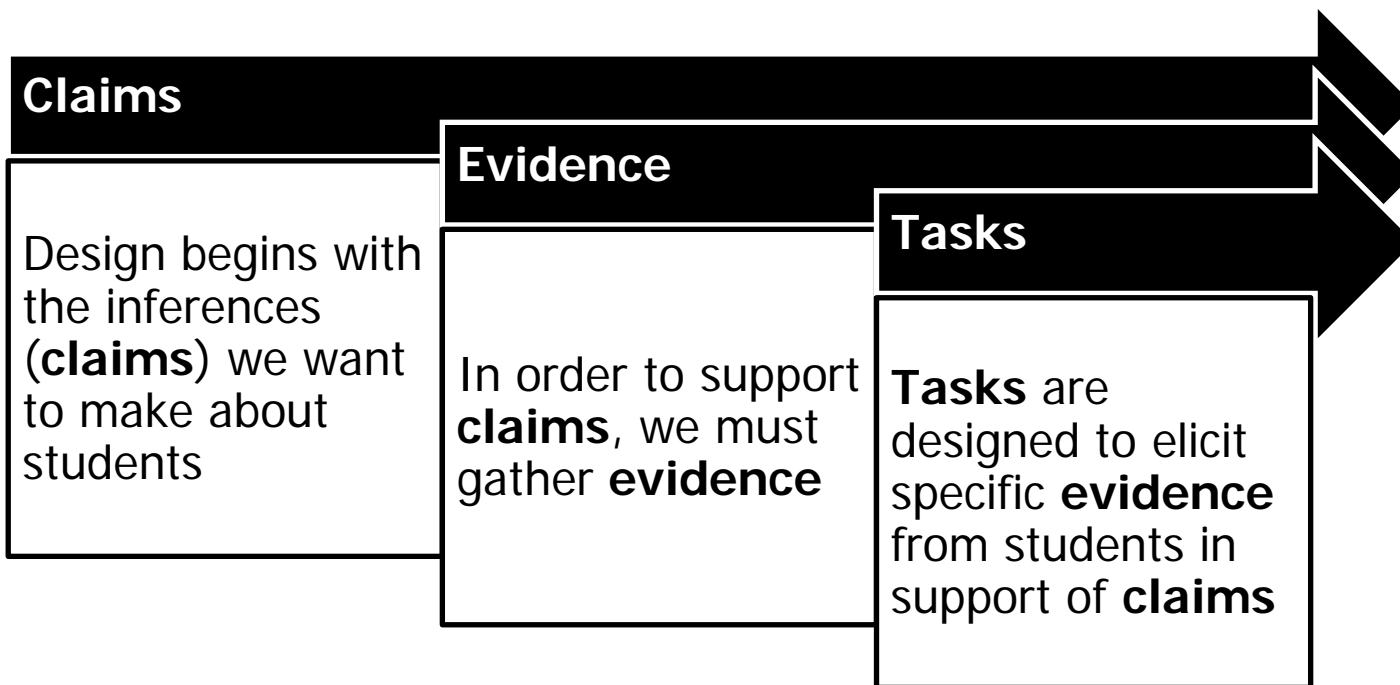
PARCC's Core Commitments to ELA/Literacy Assessment Quality

- **Texts Worth Reading**:   Authentic texts worthy of study instead of artificially produced or commissioned passages.

- **Questions Worth Answering**: Sequences of questions that draw students into deeper encounters with texts rather than sets of random questions of varying quality.

- **Better Standards Demand Better Questions:** Custom items written to the Standards instead of reusing existing items.

- **Fidelity to the Standards**: PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

PARCC Design for ELA

1. **Complexity:** Regular practice with complex text and its academic language.

2. **Evidence:** Reading and writing grounded in evidence from text, literary and informational.

3. **Knowledge:** Building knowledge through content rich nonfiction.

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PARCC's Core Commitments to Mathematics Assessment Quality

- **Focus:** Items will focus on major, and additional and supporting content.

- **Problems worth doing**: Problems will include conceptual questions, applications, multi-step problems and substantial procedures.

- **Better Standards Demand Better Questions:** Custom items written to the Standards instead of reusing existing items.

- **Fidelity to the Standards** : PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

PARCC Design for Math

1. **Focus:** The PARCC Assessment will focus strongly where the Standards focus

2. **Coherence**: Think across grades and link to major topics within grades

3. **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application.

Name: _____

Hundreds, Tens and Ones

a. 234 = _____ hundreds, _____ tens, _____ ones

b. 809 = _____ hundreds, _____ tens, _____ ones

c. 571 = _____ hundreds, _____ tens, _____ ones

d. 160 = _____ hundreds, _____ tens, _____ ones

e. 67 = _____ hundreds, _____ tens, _____ ones

f. _____ = 3 hundreds, 4 tens, 8 ones

g. _____ = 6 hundreds, 0 tens, 2 ones

h. _____ = 0 hundreds, 0 tens, 5 ones

i. _____ = 0 hundreds, 7 tens, 0 ones

j. _____ = 9 hundreds, 9 tens, 9 ones

6)   106 = __1__ hundred + _____ tens + _____ ones

7)   106 = _____ tens + _____ ones

8)   106 = _____ ones

9)   90 + 300 + 4 = _____

Are these comparisons true or false?

10)   2 hundreds + 3 ones > 5 tens + 9 ones

11)   9 tens + 2 hundreds + 4 ones < 924

Rigor and Mastery

"The level of mastery that will be reached is determined entirely by what sort of questions students are expected to answer."

- from Bambrick-Santoyo, *Driven by Data*
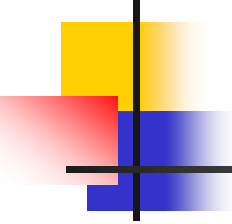
What should be assessed?

- Prerequisites – assumed understandings
  - In order to be successful on this unit, what must students *already know* and be able to do.
- Anticipated outcomes – intended understandings
  - What are students expected to know and be able to do by the end of this unit?
  - Which of these outcomes have students already mastered?

Assessing the assessments

- Does it measure what matters?
    - Is it aligned to standards?
- What does it require students to do?
    - Is it designed to elicit evidence of mastery?
- What is the level of difficulty associated with the demonstrations of learning?
    - Is it rigorous enough to yield meaningful data?

How can teachers use formative assessment?

Results can be used to identify:

1. Standards/skills that require attention
2. Question types that require practice
3. Students who need remediation or enrichment.
4. Programmatic strengths/weaknesses
5. Strengths/gaps in teaching

Analyze the Results

1. Chart and quantify the data – Which students missed which questions?
2. Identify strengths and weaknesses
3. Look for patterns by question type (selected vs. constructed response)
4. Do an error analysis – Why were the wrong answer choices selected?

Use the data to develop SGOs

- To determine the goals
    - What are the skills, concepts or outcomes on which we will focus?
- To establish the baseline and target
    - What are the proficiency levels of the students now?
    - What proficiency levels will the students achieve?

Find your "Leadership Focus"
(Reeves, 2011)

The Law of Initiative Fatigue –

The key to improving schools is having no more than 6 priorities.

As the number of initiatives increases, student achievement decreases
(law of diminishing returns).

Prioritize and pick!

It is practices, not programs that change schools. Focus on practices that have:

- Impact – the potential to exert a significant effect

- Leverage – the potential to effect multiple outcomes

Refer to <u>Visible Learning</u> (Hattie, 2009) for the effect size of various factors that effect learning.

Remember the 90/90/90 schools.

- A laser-like focus on student achievement
- Clear curriculum choices – spend more time on reading, writing and mathematics
- Frequent assessment and multiple opportunities for improvement
- An emphasis on nonfiction writing
- Collaborative scoring of student work

- Doug Reeves

FOCUS! (Mike Schmoker style)

On the three highest priorities:

1. Ensure that a coherent curriculum with standards selected by a team of teachers is *actually taught* and tested with common assessments.

2. Ensure that teaching consistently employs the elements of structurally sound lessons.

Elements of an effective lesson

- Clear learning objectives
- Teaching/Modeling/Demonstrating
- Guided Practice
- Checks for Understanding/Assessment

"Effective teaching could eliminate the achievement gap in about five years" (Schmoker, 2006).

And the third priority is

3. Authentic Literacy

"Intensive amounts of reading and writing are the soul of learning." (Schmoker, 2011)

- Close reading/underlining/annotating of text
- Discussion of text
- Writing about the text in response to good, text-based questions

"On Their Own"

"Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types of disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions."

- Common Core ELA Standards

Therefore, we need to

- Add the phrase "on their own" to all goal statements to ensure that we design valid assessments of independent performance.

- Have a plan for developing independence over the year on recurring tasks.

Use a Degree of Independence Rubric

1. Did with no teacher assistance.
2. Required only 1 – 2 quick reminders.
3. Required some direction, hints, prompts.
4. Required significant teacher assistance: scaffolded prompting, directions, reminders.
5. Even with considerable teacher assistance, could not complete the task.

- Grant Wiggins

Strategies for Success

- Develop a plan!
    - Write a clear and specific goal.
        - What is it you want to happen?
    - Articulate a series of action steps.
        - What must be done to achieve the goal?
    - Assign an "owner" for each step.
        - Who will ensure that each task is completed?
    - Establish a completion date for each step.
    - Identify indicators/evidence of completion.
    - Include an open column to record outcomes.

Your turn!

- Draft a plan to ensure that high quality SGOs are developed, collected and approved by November 15th.

Actions	Owner	Due Date	Evidence	Comments

Strategies for Success

- Standardize and focus forms/templates for:
  - PLC meeting minutes
  - Team/department/grade level minutes
  - Meeting agendas
  - Data analysis
  - Walk-through feedback
  - Unit plans (include pre and post assessments)
  - Lesson plans (include a space for teachers to record formative assessments)

Your turn!

- Create a meeting agenda template that could be used to ensure that time is spent on the right "stuff."

PLC Agenda

Date: Next Meeting:

Participants:

1. Curriculum & Instruction
2. Assessment
3. Follow-Up

Team Meeting Agenda

Team: Date:

Participants:

1. Discussion Items
   (topics, outcomes and next steps)
2. Actions in support of SMART goal(s)
3. Notes/Reflections

Strategies for Success

- Create systems and feedback loops.
  - "Calendarize" all due dates.
  - Track and record all submissions.
  - Provide feedback on the content and timeliness of submissions.
    - Acknowledge prompt submissions.
    - Address tardy submissions.
    - Comment on the content, copy and return the form to the author(s) for review of your notes.

Your turn!

- Develop a form that could be used to track each stage of the SGO process.

Tracking the SGO Process

Name	Assmnt Submitted	Assmnt Feedback	Assmnt Approved	SGO Submitted	SGO Feedback	SGO Approved
Tom Collins						
Mary Contrary						
Al Einstein						
Pete Moss						

Strategies for Success

- Establish organizational structures that support "the right work."

  - Create a master schedule that provides time for teachers to meet in PLCs, teams or dept.

  - Use faculty meetings as Teacher Academies rather than information dissemination sessions.

  - Schedule administrators' participation in PLCs. Collect evidence of accomplishments.

  - Develop and disseminate an organizational chart that designates specific responsibilities to administrators.

Your turn!

- Identify one "way of doing things" (use of time, space, personnel, meetings etc.) that could be changed to improve focus on the "right work."

Strategies for Success

- Focus! Unify efforts around a common purpose.
    - Teach teachers how to use assessment to improve learning.
    - Encourage teachers to create SGOs that target areas of weakness identified in the data.
    - Encourage teachers to work in teams to create common SGOs.
    - Require the collection of data and artifacts that provide evidence of SGO goal implementation.

Your turn!

- List two strategies you could use to unify efforts around common goals.

Strategies for Success

- Build capacity
  - Provide PD that addresses essential skills.
  - Use the data to identify and share teaching strategies, activities and assessments that promote high levels of learning.
  - Collect, analyze and share the data.
  - Develop and guide systems of prevention and intervention.

Your turn!

- Name two PD priorities that would elevate the capacity of faculty to engage in this work.

Strategies for Success

- Follow-up and follow through.
    - Establish clear expectations and accountabilities.
    - "Trust and verify" – collect evidence of agreements.
    - Monitor student progress and require action plans for struggling students.
    - Monitor teacher practice through frequent "walk throughs." Check lesson plans in the room!
    - Provide timely and constructive feedback to teachers regarding "input" and "output" data.

Your turn!

- Identify two actions that would improve your ability to provide consistent follow through.

Strategies for Success

- Lead with the head, the heart and the hand.
  - Stay abreast of "best practices." Read!
  - Provide exemplars of high quality work.
  - Model what you want others to do.
  - Nurture the culture while elevating capacity.
  - Confront resistors.
  - Guide and grow the work.

Your turn!

- Promise to do one to improve your ability to be the leader your school needs to inform and inspire the work.
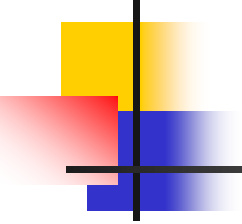
Write an Elevator Speech

- You just got in an elevator and someone asks, "Why are we implementing the Common Core State Standards, readiness for PARCC and the educator evaluation system all at the same time?"

- Write down what you would say to them in the 30 seconds you have before the door opens on the next floor.

Essential Answers

- How can you use what you've learned about the CCSS, PARCC and the SGO process to improve student achievement?
- What supports can you provide to help teachers address the work?
- What must **you** know and be able to do to realize the potential of this opportunity?
- What resources are available to help you address the work ?

- Review the CCSS ELA anchor standards.
- Examine the K-12 development of a single anchor standard for math and ELA.
- Study the CCSS math practices and use the grade level overviews when visiting classes.
- Review the Appendices (Appendix B: Text Exemplars and Student Performance Tasks; Appendix C: Samples of Student Writing)
- Analyze the Model Curriculum SLOs and Unit Assessments.

Activities to Promote Understanding of the CCSS

- Review the CCSS ELA anchor standards.
- Examine the K-12 development of a single anchor standard for math and ELA.
- Study the CCSS math practices and use the grade level overviews when visiting classes.
- Review the Appendices
  - Appendix A: Text Complexity
  - Appendix B: Text Exemplars and Student Performance Tasks
  - Appendix C: Samples of Student Writing
- Analyze the Model Curriculum SLOs and Unit Assessments.

CCSS and PARCC Resources

Tri-State Quality Review Rubric www.engageny.org

PARCC www.PARCConline.org

CCSS www.achievethecore.org

NJDOE Resources

- Model Curricula for K-12 Mathematics and ELA
- Unit Assessments
- Scaffolds for ELL and Special Education
- Model lessons, units, videos, materials and resources
- Assessment bank
- Educator Resource Website (coming in September!)

- http://www.corestandards.org/
- http://www.state.nj.us/education/

ERW
Educator Resource Website

New Jersey Department of Education

About the ERW

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Hi, Firstname Lastname

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Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Morbi commodo, ipsum sed pharetra.
23 resources

Last update: 12 Jul
Collection Two
Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Morbi commodo, ipsum sed pharetra.
23 resources

Last update: 2 Jul
Collection Three
Lorem ipsum dolor sit amet, consectetuer adipiscing elit. Morbi commodo, ipsum sed pharetra.
23 resources

See all your collections

Your Uploaded Resources

Uploaded: 14 Jul | Status: Pending
★★★ 2.7 / 3.0
Title of Resource about 75 Characters
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Uploaded: 14 Jul | Status: Pending
★★★ 2.7 / 3.0
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Uploaded: 14 Jul | Status: Pending
★★★ 2.7 / 3.0
Title of Resource about 75 Characters
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See all your uploaded resources

Your Feed

★★★ 2.7 / 3.0
Title of Resource about 75 Characters
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★★★ 2.7 / 3.0
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★★★ 2.7 / 3.0
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See all

All Recently Uploaded Resources

★★★ 2.7 / 3.0
Title of Resource about 75 Characters
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★★★ 2.7 / 3.0
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See all

What can I do?

Educator (teacher, principal, supervisor, etc):

- **Search for resources and/or browse standards/model curriculum to locate instructional materials**

- **Upload a resource to share with fellow educators and general public**

- **Rate a resource and view rating (only educators can rate resources)**

- **Create a user profile with a "my collections" feature to store and organize favorite resources**

- **Access on a mobile device on IOS (Apple) and Android devices.**

- **Share resources in social media**

Hello, u...

Edu...
Web...
New...

Resource Exchange

Home

Main

Video Library

My Uploaded Resources

Common Core Standards

NJ State Standards

The Model Curriculum

My Collections

About the Resource Exchange

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Read More

Resource Exchange / Resource Title

Title of Resource

★★★ 2.7 / 3.0

5 **6**

Endorsed Jun 10, 2013

Here's a note posted by the academic leader who endorsed the resource about why the resource was endorsed.

Resource Rating: 2.7 / 3.0

Rubric	Score		Alignment
? I. Alignment to the Depth of the Standard	3.0 2.1	(6 users) (2 users)	CCSS.Math.Content.5.OA.A.1 CCSS.Math.Content.5.OA.A.2
? II. Key Shifts in the Standard	3.0	(6 users)	
? III. Instructional Supports	2.8	(6 users)	
? IV. Assessment	2.9	(6 users)	

Main Content of Resource

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

Determine whether 380 is divisible by 2, 3, 4, 5, 6, 9, or 10

Div by 2 ? ✓

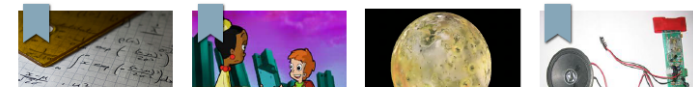$380 \Rightarrow$ even $\Rightarrow$ div by 2
even

$3? \quad 3+8+0 = 1 = 2$
not divisible by 3 $\Rightarrow$ 380 not div by 3

4? Are the last 2 digits div by 4?

mathematics | grade 5 | grade 6 | assesses | video

Related / Next Resources

Tools

★ Rate	◁ Share
🔖 Collect	⬇ Download

Related Standards

This Learning Objective aligns to the following Common Core Standards

CCSS.Math.Content.5.OA.A.1 — 3.0

CCSS.Math.Content.5.OA.A.2 — 1.8

Model Curriculum Alignment

This CPI is aligned to the following Learning Objectives in the New Jesrey Model Curriculum:

Science | Grade 5 | Unit 1

Evaluate numerical expressions with parentheses, brackets or braces.

Science | Grade 5 | Unit 1

Evaluate numerical expressions with parentheses, brackets or braces.

Annotation callouts:

Rate a resource based on a common rubric. Also, view other educator's ratings

Share/rate/download a resource for use in the classroom or a professional development

Engage with resources and browse related resources

View aligned standards and/or curriculum SLO

Additional CCSS and PARCC Resources

- CCSSO's PDF provides resources for:
    - About the CCSS
    - Communications about CCSS
    - Instructional and Planning Materials and Supports
    - ELA, math, CTE, ELL and Special Ed. Resources
    - Career and College Readiness
    - Assessment Information

- http://www.ccsso.org/Documents/2012/Common_Core_Resources.pdf

Seeing the Future: How the Common Core Will Affect Mathematics and English Language Arts in Grades 3-12 Across America

http://www.k12center.org/rsc/pdf/seeing_the_future.pdf
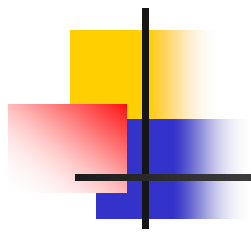
The End

Dr. Tracey Severns

Chief Academic Officer

NJDOE

tracey.severns@doe.state.nj.us